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ABSTRACT

Presented is a planning guide for developing vocational education programs for gifted and talented students at the secondary and post-secondary levels. Outlined are the criteria and some suggestions for developing the state's position statement and goal statement. The remainder of the document consists of a matrix for the written plan which is divided into five columns: the first column indicates the major elements under consideration (position statement, planning, goal statement, objectives, programs, and reporting); the second column expands the implications of each element into objectives; the third and fourth columns show the implementation of the objectives, assign the Phase I and Phase II tasks, and designate those responsible for carrying out the task implementation; and the last column is for milestones or dates for accomplishment. (SBH)

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DEVELOPING A WRITTEN PLAN FOR

IMPLEMENTING THE VOCATIONAL PREPARATION OF THE GIFTED AND THE TALENTED STUDENTS IN SECONDARY AND POST-SECONDARY EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Adapted by
Bruce G. Milne, Project Director

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PREFACE

This Planning Guide or Matrix has been adapted from the model set forth by the National/State Leadership Training Institute for the Gifted and the Talented in its 1974 document -- Developing a Written Plan for the Education of Gifted and Talented Students. Rather than "re-invent the wheel," it was deemed essential to follow this well-established model for several reasons:

1. Each state has utilized the N/S LTI planning model at one of the leadership training institutes for working with the gifted and the talented students

2. Many local school districts in the several states have developed their gifted and talented programs utilizing this planning model

3. It is anticipated that many of the participants who will attend the five Bi-Regional conferences held in conjunction with this present project will have participated in the N/S LTI gifted and talented leadership training activities. Their training and previous involvement with the model will be of great value in developing the plan called for in this document

4. One of the fundamental concepts throughout the entire curricular development activities of this project has been that of synthesis -- utilizing existing definitions, documents, programs and communication channels. The use of the N/S LTI model will serve those ends.

Therefore, it is hoped that the State Team representatives will develop their State Plan utilizing the format established. The team is expected to draw from its own state-adopted definitions, legal statutes, program guidelines and communication networks in setting forth its plan. Each team member is encouraged to incorporate the positive forces from his/her respective professional area of expertise into the State Plan. By building upon the combined forces from Vocational Education, Guidance and Counseling, Career Education, Gifted Education and other well-established programs, hopefully, the implementation process will be expediated for the gain of our gifted and talented students.

The end-product of all of the curricular development, conference planning, conference activities, follow-up activities and the expenditure of human and material resources is to be the compilation of all of the State Plans. Although it is anticipated that this will be an impressive document, all will have been in vain if the plans are not translated into action in each of the states and territories. Let us begin by sound planning.

INTRODUCTION

Developing a Written Plan for the Implementation of the Vocational Preparation of Gifted and Talented Students in Secondary and Post Secondary Education has been developed to facilitate the writing of plans that meet individual needs. It is intended as a framework upon which a comprehensive course of action can be built for the specific purpose of involving gifted and talented students in vocational education programs.

Although the guidelines are presented in linear form, they are not intended as a chronological sequence of tasks. Rather, many activities may proceed simultaneously. Phase I Activities are to be carried out at the conference and Phase II Activities are to be carried out as follow-up to the conference and reported to the Project Director one month following the conference.

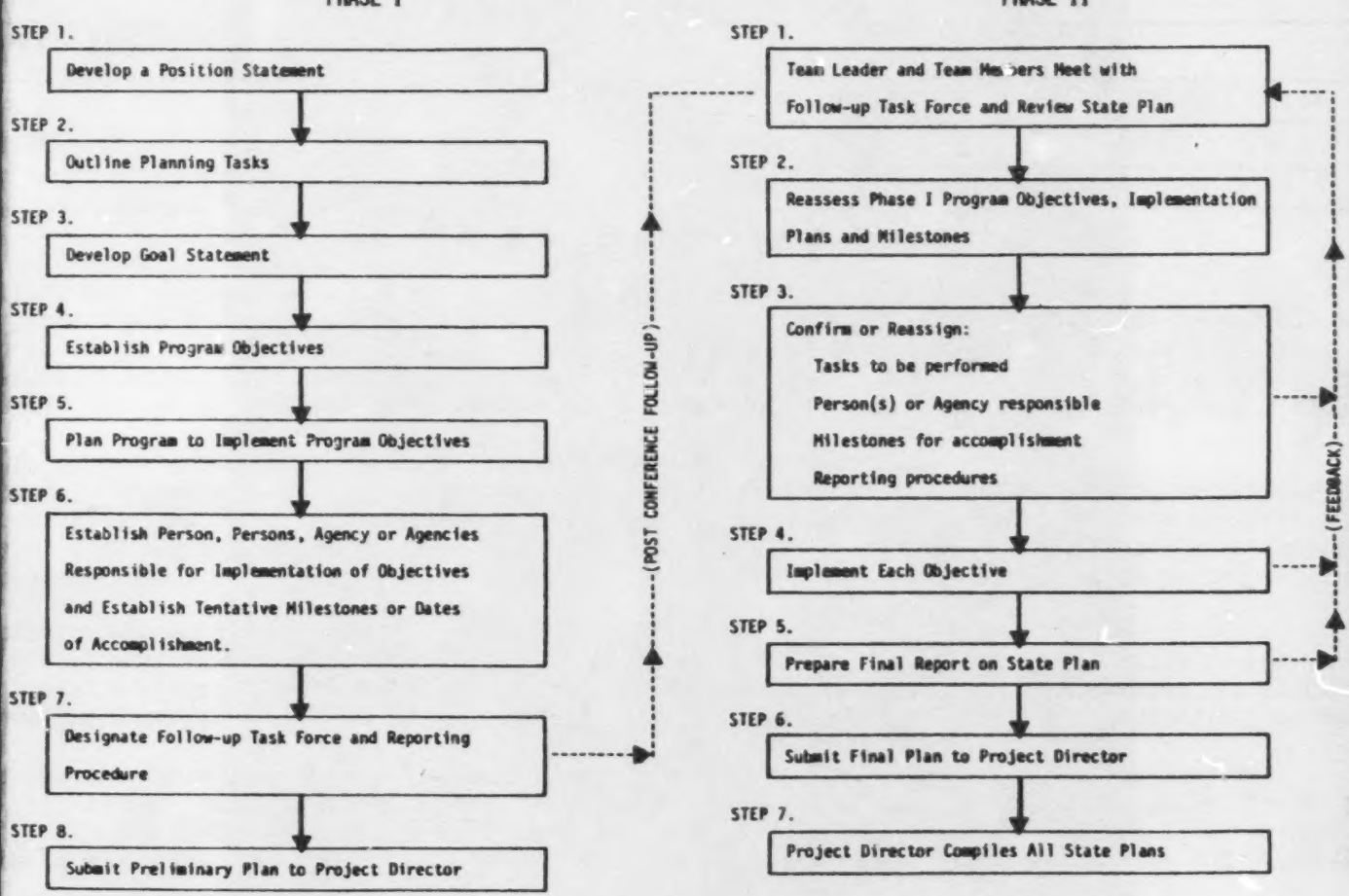
Milestones or dates of accomplishment are expected to be established for activities to be completed beyond the reporting date and become the responsibility of the state for fulfillment. It is strongly recommended that a representative Task Force be formally appointed immediately following the conference and meet with the State Team for specific guidance and broad involvement. Ultimately, the Vocational Preparation of Gifted and Talented Students becomes the responsibility of each community in the state.

The matrix for the Written Plan is divided into five columns. The first column indicates the major elements under consideration; the second column expands the implications of each element into objectives; the third and fourth columns show the implementation of the objectives, assign the Phase I and Phase II tasks and designate those responsible for carrying out the task implementation; and the last column is for milestones or dates for accomplishment.

PLANNING MATRIX FOR USE AT CONFERENCES

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES		MILESTONE
		PHASE I	PHASE II	
		TASK AND RESPONSIBLE PARTY	TASK AND RESPONSIBLE PARTY	
1. Position Statement				
2. Planning				
3. Goal Statement				
4. Objectives				
5. Programs				
6. Reporting				

DEVELOPING A WRITTEN PLAN FOR IMPLEMENTING THE VOCATIONAL PREPARATION OF GIFTED AND TALENTED STUDENTS



THE CRITERIA AND SOME SUGGESTIONS FOR DEVELOPING THE STATE'S POSITION STATEMENT

CRITERIA: The position statement should contain or incorporate provisions for:

1. The state's position on the education of its total K - Adult population and the ultimate purpose of education
2. The state's position on the career/occupational training of its total K - Adult population and how this relates to the total education program
3. The state's position on the education of its exceptional children and youth, particular reference being made to the education of its gifted and talented students which may include state adopted definitions
4. The state's position on the role(s) of its professional educators at all levels, particularly those of the guidance counselor and vocational educator, in providing the students with a comprehensive education leading toward self-realization and life-satisfaction through the pursuit of a life-satisfying career or occupation
5. The state's position on the responsibility roles of the state, community, adults, parents, and individual in the life/career/occupational education process.

SUGGESTIONS: The position statement should allow for:

1. A conscientious effort to meet the regulations of Title VI and Title IX, not merely an attitude or point of view
2. A realistic program of education that begins no later than grade one and continues through all forms and levels of adult education
3. A realistic program of education that is intended to serve all individuals rather than some special segment of the population
4. Accepted definitions, legal statutes, legislative mandates, and ethical/moral obligations concerning the education process
5. An open and developmental educational program which allows for the students preparation for the world of intellect, the world of work and the world of leisure
6. The complete or whole educational process which emphasizes cognitive, affective and psychomotor development
7. The emphasis of educational alternatives and occupational choice
8. Responsibility education which emphasizes the individual's right to make life/career/occupational and educational decisions based upon adequate information and the acceptance of the responsibility of his/her own choice/decisions.

SOME SUGGESTIONS FOR DEVELOPING THE GOAL STATEMENT

The State Team should consider incorporating the following into the development of its goal statement:

1. The need to encourage educational decision-makers to provide programs for the unique interests, abilities, needs, career aspirations and life-goals of the gifted and talented students
2. The need to provide occupational/career alternatives and options in secondary and post-secondary education for the gifted and talented students through vocational education
3. The need to establish a state-wide awareness among educators, the public and the gifted and talented students of the potentially life-satisfying occupations/careers available through vocational preparation programs at the secondary and post-secondary levels
4. The need to establish in-service and pre-service training for guidance counselors, vocational educators and other professional personnel to assist them in:
    a. recognizing opportunities for the gifted and talented students in vocational education
    b. identification and screening of the gifted and talented students
    c. development of individualized and differentiated programs for the gifted and talented students in appropriate vocational programs
5. The need to encourage school administrators and other professional staff members to make specific plans for recruiting and enrolling the gifted and talented students in appropriate vocational preparation programs in their schools.

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES		MILESTONE
		PHASE I	PHASE II	
		TASK AND PESPONSIBLE PARTY	TASK AND RESPONSIBLE PARTY	
1. Position Statement	1.1 Prepare State's position statement on the education of its total K-Adult population	1.1.1 Make preliminary position statement Resp: State Team	1.1.2 Refine State's position statement Resp: State Task Force	5/1/77
	1.2 Prepare State's position statement on the Career/Occupational training of its total K-Adult population	1.2.1 Make preliminary position statement Resp: State Team	1.2.2 Refine State's position statement Resp: State Task Force	5/1/77
	1.3 Prepare State's position statement on the Vocational Preparation of G/T students	1.3.1 Make preliminary position statement Resp: State Team	1.3.2 Refine and reaffirm the position statement Resp: State Task Force	5/1/77
	1.4 Prepare State's position statement on the role of the guidance counselor in VE/GT	1.4.1 Make preliminary position statement Resp: Guidance/Counseling Representative	1.4.2 Refine and reaffirm the position statement Resp: Guidance Personnel	5/1/77
	1.5 Adopt State's position statement on VE/GT students	1.5.1 Set forth plan for State's adopting the position statement through proper channels Resp: State Team	1.5.2 Adopt State's position statement Resp: State's Governing Bodies	12/30/77

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ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES		MILESTONE
		PHASE I	PHASE II	
		TASK AND RESPONSIBLE PART.	TASK AND RESPONSIBLE PARTY	
2. Planning	2.1 Assess needs for vocational programs which will provide for the gifted/talented students in the state	2.1.1 Make preliminary plans for needs assessment; set survey plan, target population and data needs Resp: State Team	2.1.2 Refine needs assessment and implement process Resp: State Task Force	4/1/77
	2.2 Review status of G/T education in the state	2.2.1 Review status of G/T programs in state; data and research on state's G/T students; existing needs Resp: G/T Representative	2.2.2 Refine status, research, data and needs for state's G/T students; work in cooperation with existing G/T groups; prepare written report on findings Resp: State G/T Group	4/1/77
	2.3 Review status of vocational education programs in the state	2.3.1 Review status of voc-ed programs in state; data and research on offerings and potentially challenging programs Resp: Voc-Ed Representative	2.3.2 Refine status study, data and research findings, cite outstanding programs and prepare written report on findings Resp; State Voc-Ed Group	4/1/77
15	2.4 Review status of vocational guidance and counseling in the state	2.4.1 Review guidance and counseling status, certification requirements, training needs and offerings in the area of vocational counseling Resp: Guidance/Counseling	2.4.2 Refine status study, data and research findings, report in light of vocational guidance and counseling Resp: State G/C Group	4/1/77 16

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES		MILESTONE
		PHASE I	PHASE II	
		TASK AND RESPONSIBLE PARTY	TASK AND RESPONSIBLE PARTY	
2. Planning (continued)	2.5 Determine potential scope and size of the state's awareness and recruiting program for G/T students in voc-ed at secondary and post secondary levels	2.5.1 Propose a realistic scope and size dimension for a statewide awareness and recruiting program Resp: State Team	2.5.2 Define scope and size of the statewide awareness and recruiting program to be conducted Resp: State Task Force	5/1/77
	2.6 Establish awareness and recruiting program in the state	2.6.1 Propose statewide awareness and recruiting program for vocational preparation of G/T students in the state Resp: State Team	2.6.2 Seek and enlist support for establishing awareness and recruiting program in the state Resp: Voc-Ed Division	5/1/77
	2.7 Inform public sector of the vocational opportunities available for G/T students in their state	2.7.1 Set forth a plan for inform-the public about the opportunities for VE/GT students in their state Resp: State Team	2.7.2 Utilize statewide media to build a public awareness of opportunities for VE/GT in their state Resp: Voc-Ed Division	12/30/77
	2.8 Enlighten professional personnel concerning VE/GT opportunities in the state	2.8.1 Set forth a plan for awareness workshops and inservice training on VE/GT Resp: State Team	2.8.2 Establish and implement an awareness workshop and in-service training program Resp: State Team and Task Force	12/30/77

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES		MILESTONE
		PHASE I	PHASE II	
		TASK AND RESPONSIBLE PARTY	TASK AND RESPONSIBLE PARTY	
2. Planning (continued)	2.9 Inform potentially G/T students of the vocational opportunities available through vocational education in their state and region	2.9.1 Establish and awareness and recruitment plan for involving the G/T students in vocational education Resp: State Team	2.9.2 Review, refine and establish the awareness and recruitment program for G/T students in vocational education Resp: State's Guidance Personnel	12/30/77
3. Goal Statement	3.1 Establish the VE/GT goals in the state	3.1.1 Translate all of the above planning objectives into direct goal statement(s) Resp: State Team	3.1.2 Obtain input from personnel representing a cross-section of the state on the planning objectives (2.1 - 2.9) above Resp: State Team	4/1/77
			3.1.3 Review, refine and establish VE/GT student goal statements Resp: State Task Force	4/1/77
			3.1.4 Report goal statement(s) to SEA and seek necessary approval Resp: State Team Leader	5/1/77

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES		MILESTONE
		PHASE I	PHASE II	
		TASK AND RESPONSIBLE PARTY	TASK AND RESPONSIBLE PARTY	
4. Objectives	4.1 Establish program objectives for VE/GT students in the state	4.1.1 Translate all of the above planning tasks and goal statements into measurable objectives for state's VE/GT program Resp: State Team	4.1.2 Obtain input from personnel representing a cross-section of state's professional groups on planning objectives Resp: State Team	4/1/77
			4.1.3 Review, refine and establish measurable objectives for state's VE/GT program Resp: State Task Force	5/1/77
		4.2.1 Establish time-lines for meeting goals and objectives within the state (2-5 years) Resp: State Team	4.2.2 Review, refine and establish time-lines for meeting goals and objectives Resp: State Task Force	5/1/77
			4.2.3 Set up system for monitoring goals and objectives time-line Resp: State Task Force	5/1/77

ELEMENT	OBJECTIVES	IMPLEMENTATION OF OBJECTIVES		MILESTONE
		PHASE I	PHASE II	
		TASK AND RESPONSIBLE PARTY	TASK AND RESPONSIBLE PARTY	
Programs	5.1 Identify state task force members	5.1.1 Identify representatives, set task force size and responsibility for VE/GT in the state Resp: State Team	5.1.2 Gain SEA approval; contact and organize a state task force for VE/GT Resp: State Team/SEA	one month following conference
	5.2 Develop an awareness program as follow-up to the conference of VE/GT	5.2.1 Establish an agenda and time-line for awareness program following the conference; designate target populations and responsible parties Resp: State Team	5.2.2 Conduct awareness program as outlined at the conference Resp: State Team Leader and Team members	one month following conference
	5.3 Implement a VE/GT program in the state	5.3.1 Establish a plan for the implementation of all of the above elements, objectives and program plans Resp: State Team	5.3.2 Carry out the plans established at the conference and follow-up meetings Resp: State Team/Task Force	To be set as required
Reporting	6.1 Prepare and submit all necessary reports	6.1.1 Prepare and submit Phase I report before leaving the conference Resp: State Team Leader	6.1.2 Prepare and submit Phase II report and final report to Project Director Resp: State Team Leader	one month following conference

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		PHASE I	PHASE II	
		TASK AND RESPONSIBLE PARTY	TASK AND RESPONSIBLE PARTY	

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